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AUTHOR Jones, Larry G.
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ABSTRACT

A sample of 2,564 black college students attending 19 predominantly white colleges in the south were surveyed to determine their attitudes and opinions about their institutions. The students were generally female, under 21 years of age, single, and enrolled full-time. The survey focused on four areas: campus life and activities, college choice, minority student recruitment, and problems in attending a predominantly white institution. In general the respondents felt that their institutions were not making enough of an effort to recruit and maintain minority faculty and students. They felt that the most important factor in recruiting minority students was increased financial aid. The black students thought more consideration should be given to minority student interests and that there should be increased minority participation in planning and developing special programs. Overall, the black students indicated that they chose to attend a predominantly white institution because of its recognized quality and reputation. The respondents indicated that they felt they had an additional burden to bear as minority students on white campuses. The survey also indicated a high persistence rate for these students. It is recommended that the traditionally white institutions commit themselves to meeting the special needs of minority students. Appended are an explanation of the research methodology, data tables, and the survey questionnaire. (SF)

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Highlights

Attitudes and perceptions of 2,564 black students attending 19 predominantly white institutions in the South are highlighted in the following statements:

- *Black students in this study did not appear to have been decisively influenced in their choice of a white college by parents, teachers, counselors, or friends.*
- *The quality and reputation of the institutions were important factors in black students' decisions to attend and to remain at predominantly white institutions.*
- *Most black students did not think that different admissions standards and special minority living arrangements were important recruitment devices for attracting minority students.*
- *More than half the respondents considered increased financial aid opportunities extremely important in the recruitment of additional black students.*
- *Black students thought that ethnic studies should be included in the education of minority students and that faculty members should recognize minority contributions in the various fields of study.*
- *According to the respondents, the cultural, social, and academic interests of minority students should be given more consideration by the white campus community.*
- *Increasing the number of black faculty and administrators at predominantly white institutions was an important priority of black students.*
- *Black students did not believe that the institutions were making a sincere effort to recruit and retain minority faculty and administrators.*
- *Black students were of the opinion that campus social and interest groups remained racially determined.*
- *Black students valued friendships with students of other races and had social contacts with both black and white students.*
- *Respondents felt that white students did not generally take an active role in helping black students adjust to campus life.*

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Larry G. Jones

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Foreword

During the last two decades, there has been a dramatic increase in black enrollment in American higher education; blacks now represent approximately 11 percent of the total enrollment. The majority of them are enrolled in predominantly white institutions. Given the affirmative action thrust and the effort of the federal government to increase minority representation in white institutions, it is realistic to expect further expansion of black enrollment in these institutions.

These black students bring with them value systems, interests, and needs which often do not fit into traditional student patterns. In recognition of this development, several years ago the Southern Regional Education Board (SREB) initiated a program to assist historically white colleges and universities in developing institution-wide plans designed to address the needs of minority students.

Although many of the race-related conditions on white campuses, which in earlier years gave rise to problems for black students and colleges and universities, no longer exist, some still remain. Therefore, it is hoped that this report will be helpful to those institutions in recognizing and defining problem areas and in planning for the campus experiences of all students in and out of the classroom.

W. C. Brown, Director
Institute for Higher Educational Opportunity
Southern Regional Education Board

Acknowledgments

Although the students who contributed their time and observations to this study received the customary "thank you" upon completing the questionnaire, their contribution to this study should be publicly acknowledged. It is hoped that their responses are accurately reflected in the analysis and interpretation of the data and that the program and policy developments based on those responses will prove fitting compensation for their participation in the study.

In similar fashion, public recognition should be given to the participating institutions and to the campus coordinators responsible for disseminating and returning the questionnaires on each campus. Now the more critical task of applying the study findings to various institutional settings remains. Fortunately, the Southern Regional Education Board (SREB), which sponsored this study, will be a substantial ally in that undertaking as well. Acknowledgment of SREB's participation in this study is also recognition of its continued interest and support in helping all institutions better serve all their students.

Special thanks must be given to Samuel E. Cary and William C. Brown at the Southern Regional Education Board for extending the opportunity to me to participate in this study, and to the University of Georgia and my associates in Institutional Research and Planning, particularly Kati Moore and Nancy Holmes, who patiently and faithfully saw the study to its conclusion.

Larry G. Jones
Associate Director
Institutional Research and Planning
University of Georgia
Athens, Georgia

Introduction

College attendance among black students has increased dramatically within the last 15 years, both in real numbers and as a percent of all students in higher education Documentation of this phenomenon can be found in the SREB report, *Black Enrollment in Higher Education: Trends in the Nation and the South* (Mingle, 1978a). From something less than five percent of total college enrollments in 1966, the number of black college students has grown to more than a million and now accounts for about 11 percent of the total; the increase has been, in fact, a major contributor to higher college enrollments during this period. Several factors have spurred the rise – among them an increase in the number and percentage of black students graduating from high school and, perhaps more important, the expansion of college opportunities for black students, particularly at predominantly white institutions. Following judicial and legislative action beginning in the mid-1960s, which mandated integration of public institutions and provided programs of greatly increased financial aid for low-income students, the number of black students enrolled at predominantly white institutions has increased tenfold. Well over one-half of all black students now enrolled in higher education are attending predominantly white institutions.

In spite of the dramatic influx of black students into white instututions, many predominantly white colleges and universities are still concerned about the low numbers of black students enrolled on their campuses – a concern, of course, heightened by recent action of the courts and the Department of Health, Education, and Welfare in the *Adams case.* Special academic programs, increased financial aid for minorities, and minority student recruitment are widespread practices among institutions seeking to entice black students to the white campus. Few in these institutions question the intent of programs and policies designed to attract the black student with good academic credentials, but many wonder why such efforts have not encouraged higher numbers of black students to enroll at their institutions.

Why students in general choose the colleges they do remains a mystery, even after extensive research; the question will not quickly or easily be answered when rephrased to ask why black students in particular choose or do not choose to attend a predominantly white college. A related question deals with the special needs, interests, and expectations of black students at the white institutions. There is ample evidence that black students now enrolling at white institutions are not just black counterparts to their white classmates. The differences

between black and white students – differences which include social, cultural, economic, and educational backgrounds – may require programs, policies, and services not within the past experience of most institutions. Just what the programs, policies, and services should be and how they can be developed are matters of concern on most campuses.

It is unlikely, of course, that any single study of black students at predominantly white institutions can find the answer to either or both of these questions. Such a bold attempt was not the intent of this study. Its purpose instead was to gather the opinions, attitudes, and perceptions of black students regarding campus activities and institutional programs at predominantly white institutions. This background will provide a starting point for institutions as they sort through alternatives, programs, and policies in order to plan for the recruitment and program needs of black students. While other studies of black students have been done, notably *Black Students on White Campuses: The Impacts of Increased Black Enrollments* (Peterson, Blackburn, et al., 1978), *Black Students in Predominantly White North Carolina Colleges and Universities* (Davis, Borders-Patterson, 1973), and *The College and Cultural Diversity* (Southern Regional Education Board, 1971), no generally available current data were to be found on the attitudes and perceptions of black students enrolled in predominantly white schools in the Southern states.

Interest in appropriate institutional responses to minority students at both the traditionally white and historically black colleges and universities is not new to the Southern Regional Education Board, which for many years has supported conferences and workshops on recruitment of minority students, and produced research and publications on related issues (Brown, 1973; Galambos, 1979; Mingle, 1978a; Mingle, 1978b; SREB, 1971). This study of black students at white institutions is a companion to the recently completed SREB study by Nancy V. Standley, *White Students Enrolled in Black Colleges and Universities: Their Attitudes and Perceptions* (1978). Clearly, the issue of the minority student is as important as any facing higher education today. The results of this study should aid the predominantly white colleges and universities of the South in finding viable programs and policies to serve all students.

The Respondent Group

Selected biographical data were collected on each respondent to describe and better understand the respondent group and to facilitate the institutional analysis of the data. While a more detailed inventory of respondent characteristics, such as parental education, family income, and grade-point averages may have proved interesting, demographic data on black students enrolled in predominantly white institutions can be more efficiently and comprehensively collected at the institutional level. The respondent data gathered in this study, however, should help the institution compare its respondent group with its total black population and give some general impressions of the black students enrolled in predominantly white institutions.

The typical respondent in this study was female (60.3 percent), under 21 years of age (72.1 percent), and single (91.3 percent). Almost all were enrolled as full-time students (91.3 percent), a pattern generally true of black college students (Mingle, 1978a). Most of the respondents were undergraduates (93.5 percent) and were fairly evenly distributed according to class rank: 28.8 percent freshmen, 22.9 percent sophomores, 22.2 percent juniors, and 19.6 percent seniors. The preponderance of undergraduates in the respondent group reflects the study's emphasis on those students and the general enrollment pattern of blacks in higher education. Graduate students represented only 4.7 percent of the respondent group, and students in professional programs accounted for less than one percent.

More than three-fourths matriculated as freshmen at their institutions, indicating the prevalence of early decisions to attend predominantly white institutions. Undergraduate transfer students accounted for less than a fifth of the respondents, about one-half from two-year schools and one-half from four-year colleges or universities. About 15 percent of the undergraduate transfers from two-year colleges and almost half from four-year schools had previously been enrolled at black institutions. Only one-third who matriculated as graduate or professional students came from predominantly black schools. Again, it would appear that most of the respondents had decided fairly early in their educational careers to attend predominantly white schools.

It was also clear that most of the respondents intend to complete degrees at their current institutions (82.8 percent). Of the group who plan to transfer before degree completion (14.2 percent), 9.4 percent indicated a preference for a predominantly black institution. About one percent of the respondents intend to leave college before finishing their degrees, although most hope to return at some future time to finish.

A master's degree is the ultimate educational objective for 41 percent of the respondents; in addition, 18 percent plan an academic doctorate and another 11.9 percent, professional degrees. Only one-fourth intend to seek no degree beyond the baccalaureate. Less than one percent indicated no degree plans, and 2.8 percent would stop after earning an associate degree.

The areas of study most often mentioned as potential majors are business (21.3 percent), health and medical (12.6 percent), education (10.8 percent), communications (9.1 percent), social science (6.9 percent), and engineering (6.4 percent). On the other hand, library science, forestry, philosophy/religion, geography, theatre arts, ethnic studies, trade and vocational, and foreign languages were listed least often.

It is interesting to note that the majors chosen by respondents do not follow earlier trends indicated by the fields in which black students actually earned degrees. In 1975-76, black students were most likely to graduate in the fields of education, business and management, or the social sciences (Mingle, 1978b). However, in this study, business was the most popular major, education ranked third, and the social sciences fifth. Degrees in communications, engineering, and the health professions were infrequent in 1975-76, yet students cited those majors often in this study. Obviously, much can change between the time a student declares a major and actually earns a degree, but these data may well reveal an emerging shift in black students' career interests.

Financing for the respondents' college experience came primarily from federal loans or grants, parents' earnings or savings, college or university loans or grants, and combinations. One might conclude, however, that most of the respondents had to rely on every available source for funding their educations.

Attitudes, Opinions, and Perceptions

A questionnaire offered the student an opportunity to respond to statements in four areas. In the first area, the statements focused on campus life and activities, and the student was asked to express strong

agreement, agreement, disagreement, or strong disagreement with each statement. The second area, which concerned factors influencing the college decision, required true-false responses. In the third section, the respondent was asked to evaluate the importance of various ways to increase the enrollment of minority students on campus. The fourth area provided for short answers concerning the advantages, disadvantages, and problems of the minority student at a predominantly white institution. Findings in each of the four areas are highlighted here; detailed responses are in the Appendix.

Campus Life and Participation in Campus Activities

There was a strong consensus among respondents (88.6 percent strongly agreed or agreed) that their institutions needed to give special consideration to the appointment of more black faculty and administrators (Item 35) and relatively strong disagreement that the institutions were making sincere efforts to recruit and retain minority faculty members (Item 38). Most felt that black faculty and administrators are generally supportive of black student activities (Item 34), whereas the faculty as a whole (presumably mostly white) is less than helpful (Item 29), a bit biased (Item 30), and less than knowledgeable about minority contributions in their fields of study (Item 39).

The black student respondents agreed (84.6 percent) that more consideration should be given to minority student interests (Item 37), and disagreed (57.3 percent) that minority students have ample input into the planning and organizing of programs to serve their interests (Item 26); the former attitude is perhaps a reflection of the latter. Closely related are the respondents' beliefs that minority students are not sought out for their opinions or their participation in campus life (Item 24) and that white students do not take an active role in helping black students adjust to campus life (Item 18). In fact, most white students, in the opinion of the black respondents, resent any special consideration given to blacks (Item 22). Help for the black student, it appears, comes primarily from other black students (Item 32).

Although three-fourths of the respondents agreed that it is important to make friends of another race (Item 15), and reported that their social contacts on campus included both white and black students (Item 19), they disagreed with the statement that the campus is as socially integrated as blacks want it to be (Item 50). On the other hand, they indicated that minority students do not generally encourage their white peers to participate in black student programs and activities (Item 44). In spite of – or perhaps because of – what seems to be a generally negative feeling about their social life on campus, most respondents

agreed (70.1 percent) that their feelings toward the institution would be determined more by their academic than by their social experiences (Item 43).

Although very few respondents wanted to major in ethnic studies, most endorsed the idea of including these studies in the education of minority students (81.4 percent agreement, Item 36). Such a response perhaps suggests the prevailing "whiteness" they felt on campus and in their academic programs, as well as an interest in knowing more about their own cultural heritage. In what appears to be an inconsistency, most respondents agreed (63.4 percent) that minority students should meet the same academic standards for admission as all other students (Item 14), and also agreed (62.7 percent) that special consideration should be given to minority students for admission into professional schools of medicine, law, dentistry, etc. (Item 45). The higher proportion of blacks enrolled in undergraduate programs than in professional programs may help explain this expressed need for special aid in admission to professional schools.

Factors Influencing College Choice

In an attempt to assess some of the reasons generally assumed to be influential in college choice, the respondents were asked to mark "true" or "false" for ten statements concerning their decision to enroll at their particular institution. More than half the students acknowledged that their institutions enjoyed good reputations in their home communities (Item 57) – a factor presumably influencing their college choice. Although the college's reputation was the only factor which a majority of the respondents implied to be an influence on their college choice, the other reasons listed should not necessarily be construed as negative. However, the responses did indicate that enrollment decisions were not unduly based on the encouragement of parents, alumni, teachers, or counselors. Nor would it appear that the respondents chose an institution either to be with friends who were also enrolling or to remain close to friends at home (Items 55, 60).

In light of the data obtained from respondents on financing their education, it is noteworthy that only a small percentage (about one-fourth) said that an offer of financial aid was a reason for enrolling (Item 58). Either they enrolled in spite of the cost, or their institution's financial aid offer was no better than that of any other institution.

Most felt that college admissions counselors failed to describe accurately the problems encountered at college (Item 52). While the respondents may have been implying a failure to describe general problems as much as those specifically related to black students, clearly

admissions counselors are expected to provide better information on potential problems for black students at white colleges.

Factors Influencing Minority Student Recruitment

This section of the questionnaire required respondents to judge the importance of selected factors in increasing opportunity for enrollment of minority students on campus. Asked whether more students from their high school would enroll at their college if given the opportunity (Item 59), respondents were almost evenly divided in their opinions. More than one-third thought their friends would choose to attend. However, it could not be determined from the responses whether lack of opportunity or lack of interest would keep others away.

According to the respondents, the most important factor in recruiting future minority students was increased opportunity for financial aid (Item 61). More than three-fourths of the students accorded high or extreme importance to this factor. In this section, respondents also reiterated the importance and need for increasing the number of minority faculty, staff, and administrators (Item 63) and the need for sponsoring more minority-oriented cultural and social events on campus (Item 62).

Over two-thirds of the students recommended that more institutional information be directed toward minority student problems and concerns (Item 67). This need could in part be answered by the increased use of minority students and faculty in student recruiting (Item 70) and by more extensive use of minority admissions counselors in student recruiting (Item 69); both measures were deemed important by black students.

While more than one-half of the respondents thought increased tutorial and counseling help would prove important in attracting minority students (Item 66), they ascribed less significance to the need for remedial and review work (Item 65). Neither different admissions standards (Item 68) nor special minority living accommodations (Item 64) were considered very important as a recruiting device by the black students completing the questionnaire.

Advantages, Disadvantages, and Problems in Attending a Predominantly White Institution

Open-ended, short-answer questions concerning the advantages, disadvantages, and problems faced by a black student at a predominantly white institution drew answers from the majority of the respondents. To the question, "If a relative or black friend of yours was interested in a degree program at this institution, would you encourage him/her to come here?" (Item 72), 61.6 percent of the respondents answered "yes" and only 15.7 percent said "no." In many cases, of course, respondents qualified their answers with a listing of other factors to be considered but clearly gave a favorable recommendation to their institution.

Among advantages listed for attending the institution (Item 75) were those dealing with the overall quality and reputation of the institution, as well as its programs and faculty. In fact, statements about the quality of the institution and its ultimate effect on the marketability of the graduate were clearly the most frequently mentioned. As a group, they accounted for more than 40 percent of the responses.

Disadvantages (Item 74) listed by the students were most often racial in character. Approximately one-third of the answers pointed clearly to problems the black student would have on a predominantly white campus because of race. In addition, about 15 percent of the disadvantages had racial overtones, but because there was a relation to typical student concerns, the extent of racial causation was difficult to determine. For example, adjusting to a large institution, being away from home, or making friends are problems any student could face, but they may be more severe for the minority student at a predominantly white institution. The remaining disadvantages cited definitely did not appear to have racial foundations or overtones and reflected issues that could be equally problematic for the black or white student.

In terms of "the greatest problem" each minority student has faced, racially-based difficulties were again the most frequently mentioned (30 percent), followed by problems generally personal in character (16 percent). In most cases, the greatest problem (Item 75) was an elaboration of the disadvantages the students listed in the previous answer. It was interesting to discover that a fairly large group of students (14 percent) had encountered no "great" problems in their experience as a black student on a white campus.

Summary

Like their black classmates nationally, the respondents in this study were generally female, under 21 years of age, single, full-time undergraduate students in predominantly white institutions. Most of the students entered their institutions as first-time freshmen, and the clear majority intended to complete degrees there, primarily in business, health professions, education, and communications, which suggests some shift in black student interests. Most also planned to earn advanced degrees. Financing the college experience was clearly a concern for black students, and most were relying heavily on funds from federal, personal, and institutional sources for educational support.

The respondents overwhelmingly felt that their institutions were not currently making a sincere effort to recruit or retain minority faculty members and that special consideration should be given to the appointment of more black faculty and administrators. Black faculty were judged to be more supportive of black students, in contrast to white faculty who were considered biased, not particularly helpful, and not very knowledgeable about the contributions of minorities in their respective fields of study.

The black students thought more consideration should be given to minority student interests, including more minority input into planning and developing programs to meet their needs. The respondents felt isolated on campus because white students generally did not make any effort to involve blacks in campus events. While the campuses were not as integrated as they would have liked, black students also admitted making no special efforts to include white students in their activities. Nevertheless, blacks thought it important to make white friends and indicated that their social contacts included both white and black students.

Most of the black students apparently chose to attend a predominantly white institution because its recognized quality and reputation would confer advantages upon graduates. It appears that most decided early to attend a white school and that the influence of parents, teachers, counselors, and friends on that decision was not particularly significant. According to black student responses, increased financial aid opportunities would be the most important factor for white institutions in recruiting and retaining minority students. Increased numbers of black faculty and administrators and increased minority-oriented campus activities would also be essential. Though different admissions standards and special living accommodations were not considered critical to recruitment of black students, more tutorial

and counseling help were thought to be helpful. Respondents could have used more information – preferably transmitted by black students, black faculty, and black counselors – about the problems and concerns minority students would have on campus.

The respondents undoubtedly felt they had an additional burden to bear as minority students on white campuses. Racial problems, though not so evident as several years ago, apparently have not disappeared. However, in spite of the problems blacks encounter, the students as a whole do not intend to leave higher education or their institutions. In fact, most would recommend those institutions to black friends or relatives.

Implications and Conclusions

Implicit in the responses obtained from the survey for this study is the fact that black students choose, enroll in, and remain at predomintly white institutions because they are convinced that the educational benefits derived from the experience are worth any extra effort, struggle, or consideration necessary. In response to that commitment, it seems appropriate that the white institution commit itself to meeting the special needs identified by the black students. The reputation of the institution alone may not continue to attract and retain minority students if the quality of life for those students does not improve.

To minimize the pressures and problems of black students just because there are no open racial conflicts – or to assume no discrimination because the rules no longer permit such action – is to ignore the evidence that many black students feel isolated, ignored, and discriminated against on the predominantly white campus. While one could easily conclude that the predominantly white institution simply needs to be less prejudiced, it is probably more accurate to infer that the white majority needs to be more emphatic about its commitment to providing equal opportunities for all students. The black students' concern for their non-involvement in campus activities and organizations, for example, may mean not that they are being purposely excluded but rather that they are not being purposely included.

It appears that individuals and groups at many white institutions are in fact making conscious efforts to overcome historical imbalances and to meet the needs of their minority students and classmates. One would be hard-pressed to find a major institution that could not point to some program designed to recruit, retain, or in some way meet minority students' needs. Few institutions, however, would be quick to claim overwhelming success for their programs.

Clearly, the data for this study do not include all the solutions to problems black students face at predominantly white institutions; nor do the results wrestle with the difficulties encountered by a white institution in meeting the needs of its minority students. What these data can do is provide additional insight into the attitudes, opinions, and perceptions of black students at predominantly white colleges and universities. In the process, they can form a basis for additional study and analysis for the institutions seeking to develop programs and policies that will improve service to minority students.

In the commentary that follows, the findings of this study are used to suggest positive approaches the students, faculty, and administrators at white institutions might consider as alternatives in meeting the needs of their black classmates and students. While some of the suggestions may seem very obvious, and others may already have been tried, they are mentioned to avoid the risk of being overlooked. The suggestions are more of the "what might be done" than the "here is what to do" variety. And, a program of action to address these concerns is likely to be more effective if initiated at the local level.

Direct and implied evidence from the survey suggests that a first step in meeting the needs of black students on white campuses is to seek greater involvement of minority students in campus activities and programs. For the white campus, black students are a source of ideas and energies which needs to be tapped in formal and significant ways by students, faculty, and administrators. Special efforts must be made to ensure black student representation in planning activities designed both for general campus participation and for minority students. In many instances involvement of blacks will mean direct solicitation of their input and support, while in other cases it will simply mean giving them the chance to "do their own thing." Under no circumstances should it ever appear that black students are being denied opportunities to contribute to or participate in campus programs.

Although the respondents did not seem to have been overly influenced by other black students in their choice of college, they did suggest that the increased use of minority students and faculty in recruiting would help attract black applicants. It was also clear that the black students felt they had been inadequately advised by admissions counselors about problems they would face as minority students. Students, who are often in a better position than counselors, faculty, or

administrators to tell the prospective students what they want or need to know, have successfully assembled recruitment brochures at several institutions to address the perceived informational needs of minority students. Perhaps a similar sort of handbook would be good for black students already enrolled, especially for those who feel at odds with the system and have nowhere to turn for help. In addition, because a black student may be more comfortable taking problems (often perceived as racial in origin) to a black counselor or faculty member, efforts to increase those options are clearly needed at most white institutions. While a handbook will not replace a person, it may help locate the person who can provide assistance.

Another concern is the black students' conclusion that their institutions are not making sincere efforts to recruit black faculty or, for that matter, black students. Their charges may be true, though the pressures of affirmative action and desegregation suggest that black students are not fully aware of some institutions' efforts in recruiting minority faculty and students. This apparent misunderstanding perhaps reflects both the lack of black involvement and the failure of the faculty and administration to keep its student constituents informed about institutional problems and concerns.

It may be productive for an administration to explain to students its efforts and problems in minority student recruitment and to solicit their help. When one considers the shortage of black academic manpower (Galambos, 1979) and the intense competition for qualified personnel, an aggressive and active black student group could help sway a candidate in favor of a particular institution. And, of course, because black students now on campus will be the source of black faculty in the near future, it may be more than just superficial enlightenment for the black student to hear about the job market for black faculty. In any event, student involvement in the recruitment of minority faculty and students could benefit everyone involved.

Since information flows both ways, it is equally important that students – blacks in particular – have channels through which their concerns will be heard, respected, and acted upon. Without a formal way for the institution to recognize and deal with the issues, few problems identified by black students will find resolution. One such issue, for example, concerns the method for bringing black experiences and contributions into the mainstream of the curriculum. Aside from ethnic studies, how do black students come to terms with their heritage, legacy, and future? Even more important, how does the institution resolve this academic question? And what role does the black student play in finding the answer?

Problems of prejudice and racism reflected in the survey responses are not easy to deal with or resolve. The least that one can expect,

however, is a recognition that they do exist and an openness to deal forthrightly with the consequences. Institutional officials would do well to bear in mind several conclusions emerging from this survey. It is clear that increasing the number of black faculty, administrators, counselors, and students will help ease but not necessarily erase the feelings of prejudice, bias, and discrimination expressed in these survey responses. Furthermore, institutions need to be alert to tensions among black students themselves as well as between blacks and whites. Significantly, a number of respondents suggested that some of their problems were amplified by fellow blacks who resented too much interaction with white students. In terms of racial issues, faculty and administrators must also serve as positive behavioral models for their students. Evidence of racial discrimination or blatant racial prejudice should be considered in evaluating faculty and administrator effectiveness. In light of the fact that few important institutional issues are ever resolved without the support of a university's central administration, all programs, policies, and practices established at an institution – either voluntarily or by federal or state insistence – must engage the full support of the central administration.

Like most studies, this one has raised more questions than it has answered. At the very least, however, the issues have been more clearly defined by the additional data obtained through the survey. Ideally, these findings will serve to stimulate some creative programs and solutions at the institutional level.

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Appendix

Methodology

During the fall quarter, 1978, selected predominantly white public colleges and universities in the South were invited by the Southern Regional Education Board to participate in a study of the attitudes and perceptions of black students on their campuses. Twenty-two institutions were interested in participating in the study, and each institution named an on-campus coordinator. Three of the original participating institutions withdrew from the study before the research began.

According to enrollment information provided by the campus coordinators, the 19 participating institutions enrolled more than 25,000 black students in the fall of 1978, or approximately 10 percent of all black students attending predominantly white public institutions in the SREB states (Mingle, 1978a). While black students averaged 8.0 percent of the total enrollment at all of the participating institutions, black students as a percentage of all students enrolled at the individual institutions ranged from 1.3 percent to 18.6 percent. The participating institutions and their fall, 1978, enrollment data are identified in Table I.

Because of the numbers involved, a survey sampling of the black students on each campus was considered necessary and preferable as a method of investigation for this study. A questionnaire was developed by the study director and reviewed in draft form for content and appropriateness by both the campus coordinators and the SREB staff. Designed with the intent of obtaining black students' perceptions of various campus experiences, the questionnaire asked for a minimum of biographical data and focused on opinions about the students' campus life and activities, their reasons for enrolling at their colleges, their advice about recruiting other black students, and their insight into the advantages, disadvantages, and major problems confronting a black student attending a predominantly white college.

With the exception of the open-ended questions, the survey required the respondents to choose from a group of answers the one response which most accurately reflected their experiences. The section asking for biographical data used typical classification categories for sex, age, marital status, full-time or part-time status, class, matriculation status, sources of college funds, degree plans, and major. The section exploring opinions, perceptions, and attitudes on campus life used a five-choice, Likert-type rating scale based on levels of agreement; the section on ways to recruit other black students asked the respondent

to use a similar scale based on the levels of the item's importance. The respondents were asked to indicate whether statements about factors influencing their choice of college were true, not true, or not applicable to the situation.

Questionnaires were sent in late December 1978 to each campus coordinator for the distribution and administration of the survey instrument. Approximately 30 percent of the black students at the participating institutions were surveyed, 7,861 questionnaires were distributed, and 2,564 completed questionnaires were returned and tabulated for a response rate of 33.4 percent. Study sample sizes and response rates for the participating institutions can be found in Table I.

Completed questionnaires were returned by each campus coordinator to SREB and forwarded to the director of the study for tabulation. Answers to the forced-choice questions on the completed surveys were coded by response and analyzed by computer using the Statistical Package for the Social Sciences (SPSS). For reporting purposes, responses to the open-ended questions included in the survey were read and grouped according to the ideas they represented.

Analysis of the data for this report was limited to the responses of the total sample. The purpose of this study was not to explore the differences in student responses by institution but rather to help the various institutions identify and understand the experiences and attitudes of their black students. Its findings should provide a context for the institutions as they develop programs and policies to meet the needs of their black students.

Table I

Participating Institutions and Black Student Enrollments, Survey Sample Sizes, and Respondents

Institution	Total Enrollment, Fall 1978	Black Student Enrollment, Fall 1978	Black Students as a % of Total	Size of Study Sample	Sample as a % of Black Students	Number of Respondents	Respondents as a % of Sample	Respondents as a % of Black Students	Respondents as a % of Study Respondents
Augusta College	3,692	503	13.6	180	35.8	60	33.3	11.9	2.3
Clemson University	11,478	154	1.3	52	33.8	49	94.2	31.8	1.9
Louisiana Technical University	9,383	932	9.9	582	62.4	119	20.4	12.8	4.6
Marshall University	11,181	447	4.0	300	67.1	38	12.7	8.5	1.5
Memphis State University	21,645	4,013	18.5	1,000	24.9	120	12.0	3.0	4.7
Mississippi State University	11,265	1,220	10.8	200	16.4	147	73.5	12.0	5.7
University of Arkansas-Little Rock	9,550	1,187	12.4	200	16.8	158	79.0	13.3	6.2
University of Florida	29,575	1,512	5.1	150	9.9	21	14.0	1.4	0.8
University of Georgia	21,686	892	4.1	450	50.4	253	56.2	28.4	9.9
University of Kentucky	22,372	633	2.8	253	40.0	66	26.1	10.4	2.6
University of Louisville	18,661	1,342	7.2	350	26.1	126	36.0	9.4	4.9
University of Maryland-College Park	36,905	2,574	7.0	350	13.6	204	58.3	7.9	8.0
University of North Florida	4,357	344	7.9	175	50.9	54	30.8	15.7	2.1
University of South Alabama	6,971	632	9.1	300	47.5	60	20.0	9.5	2.3
University of South Carolina	23,352	2,706	11.6	414	15.3	414	100.0	15.3	16.1
University of Tennessee	28,644	1,540	5.4	700	45.4	158	22.6	10.2	6.2
University of Virginia	16,179	715	4.4	515	72.0	115	22.3	16.1	4.5
Virginia Commonwealth University	15,820	2,944	18.6	950	32.3	231	24.3	7.8	9.0
Western Kentucky University	13,224	950	7.2	560	58.9	171	30.5	18.0	6.7
TOTALS	315,940	25,240	8.0	7,681	30.4	2,564	33.4	10.2	100.0

Table II
Respondent Characteristics* - Total Sample

1.	**Sex**	
	Male	39.2%
	Female	60.3
	No Response	0.5
2.	**Age**	
	21 or Under	72.1%
	22-25	18.0
	26-30	5.9
	Over 30	3.5
	No Response	0.4
3.	**Marital Status**	
	Single	91.3%
	Married	8.0
	No Response	0.7
4.	**Student Status**	
	Full-Time	91.3%
	Part-Time	7.6
	No Response	1.1
5.	**Class Standing**	
	Freshman	28.8%
	Sophomore	22.9
	Junior	22.2
	Senior	19.6
	Graduate	4.7
	Professional	0.8
	Other	0.4
	No Response	0.6
6.	**Matriculation Status**	
	Entered as Freshman	76.6%
	Entered as Junior College Transfer	9.7
	From Predominantly Black 2-Year Institution	1.4 (14.8)
	From Predominantly White 2-Year Institution	6.7 (69.1)
	Unknown Origin	1.6 (16.1)

*Response percentages may not equal 100% because of rounding.

Entered as Transfer from 4-Year Institution	9.2
From Predominantly Black 4-Year Institution	4.2 (45.4)
From Predominantly White 4-Year Institution	3.7 (40.3)
Unknown Origin	1.3 (14.3)
Entered as Graduate or Professional Student	3.6
From Predominantly Black Undergraduate Institution	1.2 (33.0)
From Predominantly White Undergraduate Institution	1.7 (46.8)
Unknown Origin	0.7 (20.2)
No Response	0.8

7. **Major Sources of Funding Education**

Federal Loans/Grants	19.1%
Parent's Earnings/Savings	14.7
College/University Loans/Grants	10.7
Personal Earnings/Savings	6.0
Veteran's Benefits	2.1
Spouse's Earnings/Savings	0.7
Combinations	
All Sources	22.7
Parents, Personal, Federal	11.6
Parents, Personal	4.8
Personal, College, Federal	1.7
College, Federal	0.3
Federal, Veteran's	0.3
Other Sources and Combinations	2.6
No Response	2.5

8. **Highest Degree Planned**

No Degree	0.8%
Associate Degree	2.8
Bachelor's	24.5
Master's	41.0
Professional	11.9
Doctorate	18.0
No Response	1.2

9.	**Program Completion Plans**	
	Will Complete Degree at Institution	82.8%
	Will Transfer to Complete Degree	14.2
	To Black Institution	1.3 (9.4)
	To White Institution	7.3 (51.2)
	To Unknown Institution	5.6 (39.4)
	Will Leave Without Completing Degree	0.1
	Will Leave Without Finishing, But Will Finish Later	0.9
	No Response	2.1
10.	**Major**	
	Agriculture	0.9%
	Architecture/Environmental Design	0.9
	Art	2.0
	Business	21.3
	Communication	9.1
	Computer Science	3.3
	Education	10.8
	Engineering	6.4
	English	1.6
	Ethnic Studies	0.4
	Foreign Languages	0.5
	Forestry	0.2
	Geography	0.3
	Health/Medical	12.6
	History	0.9
	Home Economics	1.5
	Library Science	**
	Mathematics	1.1
	Music	1.1
	Philosophy/Religion	0.2
	Physical Sciences	1.8
	Psychology	5.4
	Social Science	6.9
	Theatre Arts	0.4
	Trade/Vocational	0.4
	Law	0.9
	Criminal Justice	0.8
	Other	5.3
	Undecided	1.9
	No Response	1.2

**Less than 0.1%

Table III
Survey Responses* - Total Sample

Opinions on Campus Life	Strongly Agree	Agree	Dis-agree	Strongly Dis-agree	No Opin-ion	No Re-sponse
11. Remedial and review courses are necessary to insure the academic success of most minority students here.	14.3%	31.9%	28.9%	13.4%	9.6%	1.8%
12. Separate or special educational, social, and cultural activities conflict with the goals of integration.	13.5	30.6	29.1	11.9	12.1	2.9
13. Special program offerings are a major factor in attracting many minority students here.	11.6	27.2	29.3	17.2	12.4	2.4
14. Minority students should meet the same academic standards for admission as all other students.	27.3	41.1	18.3	7.8	3.5	2.0
15. I think it is important that I make friends with students of another race.	32.8	42.4	11.9	4.3	7.1	1.5
16. Campus social or interest groups on this campus are primarily determined by race and/or ethnic background.	37.6	38.6	11.3	2.5	8.1	2.0
17. Interracial dating is an accepted social relationship on this campus.	4.4	27.5	26.9	21.8	17.4	2.0
18. White students generally take an active role in helping black students adjust to campus life.	2.1	12.2	32.5	38.3	13.2	1.7
19. My social contacts on campus include both white and black students.	27.5	50.6	12.8	5.0	2.6	1.4
20. Participation in most campus activities is not limited by a student's race.	12.5	40.4	24.5	14.9	6.0	1.8
21. Minority students have different reasons for attending this institution than do other students who enroll.	11.3	24.0	30.3	17.9	14.3	2.3
22. Most white students here seem to resent any special consideration given to minority students.	18.9	32.1	20.3	3.4	23.7	1.6
23. The institution has an obligation to promote and encourage positive racial interaction in all aspects of campus life.	38.4	37.1	10.1	5.2	7.2	2.0

*Response percentages may not equal 100% because of rounding.

	Strongly Agree	Agree	Dis-agree	Strongly Dis-agree	No Opin-ion	No Re-sponse
24. Minority students are sought out for their opinions and their participation in campus life.	3.9	21.8	36.1	23.6	12.6	1.9
25. There appears to be a genuine effort to recruit minority students to this institution.	5.9	27.3	28.7	20.7	15.5	2.0
26. Minority students have ample input into the planning and organizing of programs to serve their interests and concerns.	4.4	24.6	31.2	26.1	11.6	2.1
27. There are black students on campus who are recognized as leaders by all students.	9.0	32.7	26.5	17.2	12.8	1.8
28. The student body as a whole accepts the diversity of life styles of the racial/ethnic groups represented in the student body.	7.1	47.3	21.2	10.3	11.9	2.2
29. Most of my instructors are willing to give special help and consideration to minority students.	4.6	27.9	30.7	19.7	15.4	1.8
30. None of my instructors show any prejudice on the basis of race.	8.0	27.8	31.8	23.8	6.7	1.8
31. The counseling and advising services here seem to be especially sensitive to the needs of minority students.	6.0	26.2	28.1	15.6	21.3	2.7
32. Most black students take an active role in helping other black students adjust to campus life.	22.7	42.5	19.3	6.8	7.1	1.6
33. The administration and faculty recognize the diversity of life styles of the racial/ethnic groups represented in the student body.	4.1	33.3	29.3	13.2	18.1	2.0
34. Black faculty and administrators are supportive of black student activities on campus.	19.4	40.6	11.6	6.2	20.3	2.0
35. Special consideration should be made to increase the number of black faculty and administrators on campus.	64.7	23.9	3.2	1.2	5.1	1.9
36. The education of minority students should include ethnic studies.	41.2	40.2	6.6	1.3	8.7	2.0
37. More consideration should be given to minority student interests.	43.7	40.9	5.0	2.0	5.8	2.6
38. There appears to be a sincere effort by the institution to recruit and retain minority faculty members and administrators.	3.0	10.2	30.1	35.1	19.3	2.2

	Strongly Agree	Agree	Dis-agree	Strongly Dis-agree	No Opin-ion	No Re-sponse
39. When appropriate, most of my instructors will refer to contributions made by minorities in the field of study.	2.7	20.5	30.3	27.8	16.8	1.9
40. Most of my instructors try to draw minority students into active class participation.	5.1	32.8	31.7	14.8	13.8	1.7
41. Increasing the number of minority students and faculty on campus would not eliminate the problems of the minority groups on campus.	14.2	38.1	26.6	12.1	7.5	1.4
42. I seldom experience situations on campus where I am made conscious of my race.	9.2	33.2	30.7	23.1	2.7	1.0
43. My feelings toward this institution and my work here will be determined more on the basis of my academic experiences than by my social experiences.	28.8	41.3	17.2	7.2	4.3	1.1
44. Black students encourage white students to participate in black student programs and activities.	2.8	19.6	36.2	19.5	21.0	0.9
45. Special consideration should be given to minority students to admit them into professional schools of medicine, law, dentistry, etc.	25.4	37.3	19.5	7.6	8.9	1.3
46. Success in life is more dependent on hard work than on racial or cultural background.	28.9	29.3	21.8	15.1	3.7	1.2
47. The campus community is generally void of any racial tension.	4.5	31.5	31.1	20.7	11.1	1.1
48. In general, the relationship between black and white students here is a friendly one.	6.7	54.1	19.6	9.5	8.6	1.5
49. Common interests are more likely to determine friendships here than is a common racial background.	12.3	43.8	25.0	9.6	8.1	1.2
50. Socially, the campus is as integrated as black students want it to be.	4.2	17.5	31.2	32.3	13.8	1.1

Factors Influencing Choice of Institution	True	False	Not Applicable	No Response
51. My parents encouraged me to attend this institution.	28.9	56.1	14.5	0.5
52. I have found that the admissions counselors accurately described the kind of problems I have encountered here.	17.4	48.6	32.9	1.2
53. I was encouraged to enroll here by former students.	23.0	66.0	10.5	0.5
54. I was encouraged to come to school here by a former teacher.	16.4	72.3	10.6	0.7
55. I enrolled here because my friends were enrolling here too.	12.9	78.3	8.2	0.6
56. My high school counselor encouraged me to enroll here.	19.1	70.5	9.7	0.7
56. This institution enjoys a good reputation in my home community.	58.2	26.2	14.5	1.1
58. I enrolled here because of the financial aid offer made me.	24.7	62.6	11.9	0.8
59. More students from my high school would come here if they had the opportunity.	36.0	39.2	23.8	1.0
60. I enrolled here to be near friends still at home.	18.3	69.5	11.4	0.8

Ways to Recruit Other Black Students	Extremely Important	High Importance	Medium Importance	Low Importance	No Opinion	No Response
61. Increased financial aid opportunities.	58.8	21.1	9.1	1.8	1.8	7.5
62. More minority-oriented cultural and social events.	38.7	30.3	17.2	4.3	1.8	7.8
63. More minority faculty, staff, and administrators.	51.9	23.2	12.0	3.4	1.4	8.0
64. Special minority living accomodations.	7.4	6.9	18.6	46.5	12.7	8.0
65. More remedial and review coursework.	13.4	19.7	31.9	21.0	6.0	7.9
66. Increased tutorial and counseling help.	28.6	30.1	22.7	8.3	2.5	7.8
67. More institutional information directed to minority student problems and concerns.	36.7	32.4	16.3	4.7	2.0	8.0

	Extremely Important	High Importance	Medium Importance	Low Importance	No Opinion	No Response
68. Different admissions standards for minorities.	7.2	11.5	24.7	34.9	13.8	7.8
69. More extensive recruiting by minority admissions counselors.	31.6	30.0	20.5	6.3	3.4	8.3
70. Increased use of minority students and faculty in student recruiting.	36.3	30.1	16.6	5.8	2.6	8.6

NOTE: Item 71. asked for "Other."

	Yes	No	No Response
72. If a relative or black friend of yours was interested in a degree program offered at this institution, would you encourage him/her to come here?	61.6	15.7	22.8

Selected Subjective Responses

The following sample of responses to the open-ended questions in the survey (Items 73, 74, and 75) were selected from the 1,000 or more answers for each item as illustrations of the prevailing ideas, attitudes, opinions, and perceptions represented by the comments.

73. Illustrative answers to the question, *What would you tell a prospective black student who wants to know the advantages in attending this institution?*

> This institution has a known reputation throughout the area. . . . Atmosphere is conducive to a self-motivator.
>
> The standards are high and when you get your degree you really earned it.
>
> Since . . . is one of the most respected colleges in the South, a degree from this institution would be a definite aid as far as jobs are concerned.
>
> Good financial aid for black students.
>
> 1) Good reputation. 2) Good location. 3) Low cost. 4) Good programs [academic].
>
> You get more for your money than at black colleges.
>
> That he would be better off here because he can learn how to advance in our white-oriented society.
>
> One can get a good education, learn more about oneself, and learn more about the attitudes, habits, behavior, and perspectives of white people.

74. Illustrative responses to the question, *What would you tell a prospective black student who wants to know the disadvantages or problems in attending this institution?*

> The percentage of black faculty and administrators is very low. Social life for blacks is *terrible.*
>
> There are not enough black-oriented programs and activities.
>
> The blacks are left out of a lot of things, and most whites are very prejudiced.
>
> Too few black programs, students, and instructors.
>
> This institution is designed for the majority (whites). The only way that a black can survive is through complete isolation/alienation or unifying with other blacks for encouragement. Whites could care less.

I would point out the lack of social events that blacks in particular would be interested in, such as stage shows, musical performances, and recognition and celebration of black holidays.

That he or she would be a minority. . . .Teachers are prejudiced. . .but don't give up, you do have a chance.

That this campus is extremely impersonal or that all they would be is another set of numbers.

One must work hard and not expeet to excel rapidly. One must be able to handle pressure situations, setbacks, and drawbacks.

You have to work very hard to make average at this school.

75. Illustrative answers to the question, *What is the greatest problem you have faced as a minority student on this campus?*

Subtle discrimination in classes.

Racial discrimination among the faculty and administration as well as the students.

White instructors who assume all students have had the experiences that mainly white students have had.

The lack of programs directed toward the black student.

The transition from a small high school and not enough personal attention from instructors and advisors.

Teacher's lack of interest.

It would have to stem from my lack of confidence in myself, which causes mistakes and adjustment problems.

I haven't encountered any problems because of my race.

I really have faced no outstanding problems here. The social life is different from what I'm accustomed to.

I have not faced any great problems yet.